

Development of Picture Story Module for Increasing Indonesian Speaking Skills in Elementary School, Jakenan District, Pati Regency

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Abstract: The development of the picture story module was identified as an aspect of Indonesian fifth-grade elementary school speaking skills. This study also explains the effectiveness of developing a picture story module for fifth-grade elementary school Indonesian language skills. This research includes research and development using Research and Development (R&D) methods. The research subjects were teachers and fifth-grade elementary school students in the Jakenan district consisting of four elementary schools, namely Public Elementary School Puluhanengah, Public Elementary School No. 1 Sembaturagung, Public Elementary School No. 2 Sembaturagung, and Public Elementary School Mantingantengah. The development procedure includes: 1) Needs analysis through observation and interviews, 2) Data collection, 3) Product design, 4) Product validation, 5) Design revision, 6) Product trial, 7) Product revision, 8) Usage trial, 9) Product revision, and 10) Mass product manufacture. The product of the research is a picture story module for the fifth-grade Indonesian elementary school material. Data collection techniques used in this study were a list of interview questions, observations and questionnaire sheets for validation. Interviews were used to analyze the needs of fifth-grade teachers, observations were used to analyze the activities of fifth graders, and questionnaires were used to validate the quality of the picture story module by expert lecturers, fifth-grade elementary school teachers, and fifth-grade elementary school students. As a result, the developed Picture Story Module consists of three parts: introduction, content, and additions. The introduction section consists of a cover, foreword, instructions for using the module, and a table of contents. The content section consists of four illustrated stories: the story of 1 my earth is free of waste, the story of 2 decorative lamps that I made, the story of 3 from Tito's test, and the story of 4 of my creative kites. Additional sections include evaluation, self-assessment and bibliography. The results and conclusions of this study, the Indonesian illustrated story module is suitable for fifth-grade students at Public Elementary School Puluhanengah. This Picture Story module can also be used as a guide for teachers in teaching and learning activities in Class V Elementary School.

Keywords: Development, picture story module, speaking skill

1. Introduction

Humans socialize and interact with each other through communication. Communication will run well if humans can master language skills. Saputra (2015) explains that language skills consist of four aspects: listening, speaking, reading, and writing. The four language skills are interrelated with one another.

One of the language skills that humans widely use in everyday life is speaking skills. This linguistic skill affects other language skills, namely listening, writing and reading. Nemec, Spagnolo, & Soydan (2017) explains that someone who has good listening skills will be a good speaker, and a good speaker, listeners will easily understand it. In addition, for someone skilled in speaking, it will be easy to write and understand the contents of the reading.

Skilled in speaking is needed by someone to socialize in society. Gereda (2020) state that speaking skills are human demands as social beings, namely for communicating. Therefore, speaking skills need to be trained from the age of children. Nikmah, Setyawan, & Citrawati (2020) explains that the language development of elementary school-age children (6-12 years) continues to grow with the increase in vocabulary, and they can choose the right words for specific uses. Children's language skills grow by using language to communicate with the people around them.

Based on the opinion above, elementary school students need to be equipped with language skills, especially speaking skills, so that students can use these skills to socialize in society. Therefore, teachers have an important role in training students' speaking skills through Indonesian language learning activities.

The opinion of Gift & Wibbels (2014) suggests that the purpose of learning Indonesian in elementary schools is that students can use the language for various functions in thinking, reasoning, communicating, and interacting activities. There are multiple learning activities in Indonesian to train students' speaking skills. Firman et al. (2020) mention the forms of exercises to practice speaking skills in Indonesian, including storytelling, dialogue, speeches/lectures, and discussions. Storytelling is the first step to training students' speaking skills because they can express thoughts, feelings, or information clearly, and coherently use speaking intonation according to the story's content. Storytelling activities can also entertain and exchange stories of experiences (Farida & Rozi, 2022).

Asrial et al. (2019) states that storytelling learning activities are a powerful and entertaining means of linguistic communication and provide students with the experience of recognizing pronunciation, rhythm, intonation, and expression. However, students find it difficult when telling stories if the story material is not close to the students and is still abstract. Therefore, it is necessary to have media to help concretize things that are still abstract, making it easier for students in storytelling activities.

The speaking skills of class V students should have arrived at the material telling about an event or experience according to linguistic and non-linguistic aspects. However, the speaking skills of fifth-grade elementary school students in storytelling activities are still relatively low.

For this reason, schools, especially elementary schools, should teach their students more speaking skills exercises. Kuehne, Arslan, & Serre (2014) says that all planned human activities are based on language. Language has a basic form of speech or spoken, so it is clear that learning a language is essentially learning to communicate, and communication is speaking.

Following Goh's opinion (2016) that in speaking, a person must have knowledge of motor perspective skills and interactive skills, so to be able to tell a good story, one must have adequate linguistic competence, and the elements that are a requirement for the speaking process can be smooth, good and right including pronunciation, intonation, spelling, vocabulary, and so on.

However, speaking skills in elementary schools are generally not optimal. Teachers tend to be more dominant in learning linguistic theory. As a result, speaking skills have not been achieved optimally, and it is proven that students are still afraid to express opinions, shy to ask questions, lack confidence in communicating and find it challenging to re-express story content.

Students' inability to retell the story's content is generally due to the low imagination power of students to capture the teacher's explanation as a whole. So that the students cannot fully retell the story conveyed by the teacher, therefore, the teacher develops a picture story module with the intention that students can interpret the contents of the story according to their imagination so that students can finally re-express the content of the story, revealing the results of observations in coherent language, so that it is meaningful.

This study was conducted to determine the development of a picture story module for Indonesian speaking skills of fifth-grade elementary school students. In addition, the data collected will be used to propose a picture story model for the Indonesian speaking skills of fifth-grade elementary school students.

2. Literature Review

The illustrated story module is a type of module that displays illustrative images of the material accompanied by descriptions that explain the parts of the picture. Learning to use pictures is very important to clarify understanding to students so that by using pictures, students will pay more attention to objects they have never seen related to learning (Dewi & Primayana, 2019).

Colour images in the module provide visualization for students to understand the subject matter. For example, abstract material in biology learning can be explained using pictures. Images are very important to clarify understanding to students because, as a visual communication tool, images can provide broader knowledge (Sanjaya, 2006).

Based on the explanation above, it can be seen that the illustrated story module material is presented through image illustrations with brief descriptions that support the image. Picture stories are stories that are made up of still images arranged in such a way. Usually, picture stories are printed on paper and accompanied by text. Stories, namely combining text and images in creative forms, are media that can attract the attention of people of all ages because they have advantages which are easy to understand. That's why picture stories are usually considered unique (Elmaiya, 2014).

Picture stories as media Graphics used in the learning process have a practical meaning, namely being able to communicate facts and ideas clearly and powerfully through a combination of words and pictures. The picture story module contains pictures and words, where the pictures and words do not stand alone but depend on each other to become a unified story. Although the picture story module has a plot that tells the story, the illustrations in the picture story module have the same important role as the text. According to Sutherland, several characteristics of the picture story module are 1) the picture story module is concise and direct, 2) illustrated story modules containing serialized concepts, 3) children, 4) can understand written concepts) the writing style is simple, and 5) some illustrations complement the text (Faizah, 2015).

The picture story module contains messages through illustrations and written text. These two elements are essential in the story. This module includes a variety of themes which are often based on the daily life experiences of children. The characters in this module can be humans and animals. Human personalities and needs are shown in comics so that children can understand and relate to their personal experiences.

Based on some of the definitions above, it is clear that a picture story is a story written in a light language style, tends to be conversational, and is equipped with pictures that are part of the story to convey certain facts or ideas. Therefore, the illustrated story module is very suitable if applied in the learning process as a learning medium for early elementary school children and as learning to improve students' writing and speaking skills because the illustrated story module media is manifested in visual form into two-dimensional form as a result of thoughts and feelings.

Meanwhile, speaking is essentially a skill in reproducing the flow of the articulation sound system to convey desires, needs, feelings, and desires to others. This skill is also based on the confidence to speak fairly, honestly, correctly, and responsibly by eliminating psychological problems such as shame, low self-esteem, tension, heavy tongue, and others (Zhang, Thomas, & Qin, 2019).

Speaking skills occupy a significant place in giving and receiving information and advancing life in the modern world civilization. The individual's ability to express ideas in such a way so that others will listen and understand has become a basic need for community and individual life. Therefore, learning to speak will be easy if students are actively involved in communicating.

Febriantini, Fitriati, & Oktaviani (2021) explains the notion of speaking or communicating verbally as a form of conveying ideas, thoughts, or heart contents so that others can understand them. Valle, Chenausky, & Tager-Flusberg (2021) state that speaking skills are communication skills through spoken or verbal language. In line with the opinion above, Nurullayevna (2020) explains the notion of speaking as the ability to pronounce articulation sounds as a means to express, state, or convey ideas, thoughts and feelings. Meanwhile, according to Asrial et al. (2019), speaking is a process of communicating using human speech tools in which messages or intentions are transferred from one source to another (the recipient of the message or intent).

Based on some of the opinions above, it can be concluded that speaking skills are a form of oral communication or delivery of messages, ideas, ideas, and feelings to others by using articulation sounds produced by the human speech apparatus. The submission is intended so that one's ideas, thoughts, thoughts, or hearts can be understood by others. In the communication process, two parties are involved, and cooperation is established between the two, namely as a source (speaker) and listener.

Evaluation of speaking skills is carried out differently at each level. For example, at the elementary school level, the ability to tell stories, make speeches, and others can be used as a form of evaluation. A person is considered to be able to speak as long as he can communicate with the other person.

3. Methodology

3.1 Research Design

This research will use the Research and Development (R&D) method. Of the ten steps of Borg & Gall's development in Sugiyono (2017), the researcher took the development into seven steps to suit the research carried out. This was done because, in the development of this product, only a limited test was carried out, namely for class V Public Elementary School Puluhtengah and Public Elementary School No. 1 Sembaturagung as the experimental class, Public Elementary School No. 2 Sembaturagung and Public Elementary School Mantingantengah as the control class. The seven steps include:

3.1.1 Potential and Problems (Needs Analysis Through Observation And Interviews)

In the first step, the researcher looks for potentials and problems regarding students' speaking skills, the need for modules as teaching materials, and the availability of modules as supporting teaching materials. Data on possibilities and problems were obtained through interviews with the homeroom teacher of class V and class 5 observations at Public Elementary School Puluhtengah. Interviews with teachers were conducted to analyze issues in learning, especially in students' speaking skills and to find out how far the awareness of fifth graders at Public Elementary School Puluhtengah was in finding out information related to the availability of picture story modules. In addition to interviews, researchers also made direct observations of fifth-grade students during learning.

3.1.2 Data Collection

After knowing the potential and problems of the research to be carried out, the researcher collected data through interviews and observations. The interviews and observations were used for product planning as a picture story module for speaking skills in learning Indonesian for elementary school students in fifth grade.

3.1.3 Product Design

The product produced in this research is a picture story module. The resulting illustrated story module consists of cover, module content, and module anatomy. The principles used for the preparation cover are the colour cover that attracts attention, the title cover, which covers the module's contents, the selection of images and the arrangement of writing. The principles used for compiling the content of the module are the types of stories that are contextual or close to the child's environment, the use of words and sentences that are easy for children to understand, pictures that children often see, and pictures that dominate more than writing. Finally, the principles used for the preparation of the anatomy of the module are the type of writing that attracts attention and is easy for children to read, the number of pages of the book, the layout of the writing, the type of cover, and the type of paper for the contents of the module.

3.1.4 Design Validation

After this illustrated story module is done, the product is validated by experts by assessing the resulting product. This aims to find out the product's advantages and disadvantages before testing it to make it even better. Three experts will validate one expert lecturer, one fifth-grade elementary school teacher, and one fifth-grade elementary school student.

3.1.5 Design Revision

The validation results that have been carried out are used as material for revising the resulting product. The product is improved based on product deficiencies seen from criticism and suggestions from experts.

3.1.6 Product Trial

The product that the researcher has repaired is then tested to determine the effectiveness of the resulting product. The trial was conducted on six fifth-grade students of Public Elementary School Puluhtengah.

3.1.7 Product Revision

Product revision, namely the re-editing stage after getting input based on the field trial stage by the teacher.

3.2 Research Respondents

The population framework of this study was fifty-four (542) fifth-grade elementary school students in Jakenan District, Pati Regency, namely Public Elementary School Puluhtengah and Public Elementary School No. 1 Sembaturagung as the experimental class, Public Elementary School No. 2 Sembaturagung and Public Elementary School Mantingantengah as the control class. Researchers used cluster sampling to select respondents due to the limited time of the study. Interpret or determine the percentage of students speaking skills that appear following the table of criteria.

Table 1. Criteria for the percentage of student characters that appear

Percentage (%)	Criteria
87.50 – 100	Very good
75.00 – 87.49	Good
50.00 – 74.99	Fairly
0 – 49.99	Poor

Source: Hidayati (in Suwandi, 2012)

4. Findings and Discussion

4.1 Results of the Needs Analysis of the Picture Story Module

Needs analysis is done by conducting observations and interviews. Observations and interviews were conducted at Public Elementary School Puluhtengah, Public Elementary School No. 1 Sembaturagung, Public Elementary School No. 2 Sembaturagung, and Public Elementary School Mantingantengah for class V teachers and students.

Knowing the extent to which the use of the illustrated story module for Indonesian speaking skills in Class V has conducted picture story module for Indonesian speaking skills in Class V. It is intended that the picture story module developed can help improve Indonesian speaking skills in Class V through the development of a picture story module.

In the observation, it was found that the initial conditions where students in learning Indonesian showed the obstacles that emerged, namely: 1) the absence of teaching materials (modules) that followed the conditions of students that made students interested, active, and confident in exploring their speaking skills, 2) low speaking skills in learning, and 3) low cognitive learning outcomes of students. Therefore, this initial condition is used as the basis for formulating the objectives of developing the illustrated story mode that will be developed.

4.2 Final Product of the Developed Picture Story Module

The illustrated story module developed contains 19 sections. The module sections are described as follows 1) Cover Page (Cover) Module, 2) Sub cover, 3) Preface, 4) Instructions for Using Module, 5) Contents, 6) Mapping Basic Competencies, 7) Learning Objectives, 8) Concept Map, 9) Learning Materials, 10) Story 1 “My Earth is Free of Waste”, 11) Story 2 “My Decorative Lamp”, 12) Story 3 “Tito's Test Results”, 13) Story 4 “My Creative Kite”, 14) Student Activities, 15) Reflection and Assignment, 16) Evaluation, 17) Self-Assessment, 18) Bibliography, 19) About the Author.

4.3 The Effectiveness of the Picture Story Module for Indonesian Speaking Skills

4.3.1 Normality Test

The results of calculating the normality of the data in the experimental and control class are presented in Table 2. Based on Table 2, the Kolmogorov-Smirnov obtained a significance value of Sig. = 0.167. When compared with $\alpha = 0.05$, the value of Sig. so it can be concluded that the experimental and control classes come from a normally distributed population.

Table 2. Normality test results

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Speaking Skills	Pre Test Experiment	.167	15	.200*	.929	15	.266
	Post Test Experiment	.248	15	.014	.819	15	.006
	Pre Test Control	.237	13	.044	.913	13	.201
	Post Test Control	.240	13	.040	.871	13	.055

*. This is a lower bound of the true significance

^a. Lilliefors Significance Correction

4.3.2 Homogeneity

The homogeneity test was used to determine whether there were similarities in variations between the experimental class and the control class. The homogeneity test is presented in Table 3.

Table 3. Homogeneity of variances test

Levene Statistics	df1	df2	Sig.
1.169	1	54	.283

Table 3 shows that the variance of the scores is 0.283 at the significance level $\alpha = 0.05$. Thus the calculated score is more significant than $\alpha = 0.05$. This proves that the experimental and control classes come from the same variance classes.

4.3.3 N-Gain Test

The average improvement in students' speaking skills can be seen from the difference in the pre-test and post-test results (early learning) and post-test (final learning). The results of the increase were measured using the normalized gain test. Details of the effects of individual improvement in the experimental and control class can be seen in Table 4.

Table 4. Increase in the gain index of students' speaking skills

No.	Category Improvement in	Experiment		Class Control Class	
		Average Increase in	Number of Students	Average Increase in	Number of Students
1	High	0.82	20	0.77	12
2	Medium	0.56	8	0.58	10
3	Low	0.23	2	0.20	4
Overall average		0.71 (high category)		0.68 (medium category)	

Based on Table 4, it can be seen that the experimental class of 20 students experienced an increase in the high category, eight students experienced an increase in the medium category, and two students experienced an increase in the low category. The average increase in students' speaking skills in the experimental class is 0.71 in the high category. In the control class, 12 students experienced an increase in the high category, ten students experienced an increase in the medium category and four students in the low category, with the overall average of the control class being 0.58 in the medium category.

4.3.4 Comparative Test

Improving students' speaking skills in the experimental and control classes was analyzed using the paired t-test. The results of the paired sample t-test are listed in Table 5.

Table 5. Paired sample test results

		Paired Differences					t	df	Sig. (2- tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Experiment	Pre Test Experiment-Post Test Experiment	-7.051	2.470	.396	-7.852	-6.250	17.826	30	.000
Control	Pre Test Control- Post Test Control	-3.270	2.673	.440	-4.162	-2.379	7.441	26	.000

Based on the results of the experimental group pair in the table above, the value of t-count = 17.826 > t-table = 2.02619 and the value of Sig. (2-tailed) of 0.000 < 0.05, it can be concluded that there is a difference in the average students' speaking skills for the pre-test and post-test experimental classes. Based on the results of the control group pair, the value of t-count = 7.441 > t-table = 2.03011 and the value of Sig. (2-tailed) of 0.000 < 0.05, it can be concluded that there is a difference in the average students' speaking skills for the control class pre-test and the control class post-test.

Differences in students' speaking skills in the experimental and control classes were analyzed using the Independent Sample t-test, as shown in Table 6.

Table 6. Independent sample t test results

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Experiment	Equals variances assumed	.182	.671	8.394	54	.000	3.744	.446	2.855	4.632
Control	Equals variances not assumed			8.407	53.999	.000	3.744	.445	2.856	4.631

Based on Table 6, the value of t-count = 8.384 > t-table = 1.992 and the value of Sig. (2-tailed) of 0.000 < 0.05, it can be concluded that there is a difference in the average speaking skills of students from the two groups, where the average of the experimental group is more than the average of the control group.

These results are from the research conducted by Tarman (2016), which concluded that the module criteria students need are the picture story module for speaking skills. Study Nteli & Zafiri (2017) investigates the development of students' speaking skills, using the Immersion Teaching Model (ITM) as a form of process differentiation. It explores whether an ITM intervention in the English as a Foreign Language (EFL) context will impact students' speaking development and motivation. It will further investigate its feasibility as a teaching approach. Bangun (2018) also conducted a similar study and concluded that the module is considered a means to develop speaking skills. Research shows that students show tremendous improvement when the Show and Tell Method is applied during the teaching and learning process. Students' participation and vocabulary mastery increased; they were more active, enthusiastic, and confident in speaking.

4.4 Knowledge

4.4.1 Needs Analysis of the Picture Story Module

The initial conditions of students in the thematic learning of the Indonesian language show the obstacles that arise in the field, including 1) the absence of modules that are suitable for students' environmental conditions that make students active in learning, 2) students' speaking skills low in learning Indonesian, and 3) low cognitive learning outcomes of students. Therefore, this initial condition is used as the basis for formulating the objectives of developing the illustrated story module.

Research and development of this module produce a product in the form of a picture story module that optimizes students' reading and speaking skills. Pebriantika (2019) states that modules are teaching materials arranged systematically and attractively, including material content, methods, and evaluations that can be used independently to achieve the expected competencies. Meanwhile, according to Simbolon, Saragih, & Situmorang (2021), the contents of the module include learning instructions to be conducted, the content of subject matter, supporting information, exercises, work instructions, evaluation and feedback to evaluation. In addition, the decision of the Directorate of Education Personnel (2008) describes that the feasibility assessment of a module consists of five aspects, namely: 1) content/material aspects, 2) presentation aspects, 3) language aspects, 4) graphic aspects, and 5) the media aspect.

4.4.2 Development of Picture Story Module for Indonesian Speaking Skills

In this research and development, the researcher only limited it to the seventh step, namely 1) potential and problems, 2) data collection, 3) product design, 4) design validation, 5) design revisions, 6) product trials, and 7) product revisions.

The researcher plans to develop a picture story module for Indonesian speaking skills to improve speaking skills. This initial product development uses various module references, class V 2013 curriculum books, the internet, and other sources that can support the creation of picture story modules. The developed module is also equipped with exciting pictures, making it easier for students to understand the story's content and be more enthusiastic in reading and understanding the illustrated story module developed.

In addition to being equipped with exciting pictures, the modules developed are also equipped with module instructions, materials, evaluations, reflections and assignments. In line with Pebriantika (2019), the module contents include learning instructions to be achieved, the content of subject matter, supporting information, exercises, work instructions, evaluation and feedback to evaluation.

After collecting data, the researchers developed a product design for the picture story module for Indonesian language skills. After obtaining the product design, the next stage is design validation by experts.

The product design validation stage is carried out once. After completing the expert validation stage, suggestions for design revisions were found. Although from design validation by design experts and material experts, several revisions of the initial product were obtained, these revisions resulted in modules that were more attractive in terms of design and colouring and materials that were easier to digest and understand by students.

After obtaining the design revision, the next step is the product trial phase by the teacher in class V Public Elementary School Puluhtengah, Public Elementary School No. 1 Sembaturagung, Public Elementary School No. 2 Sembaturagung, and Public Elementary School Mantingantengah. The trial consists of two stages, namely, one-on-one trials and small-scale trials. At that time, students were also given a questionnaire sheet to test their interest in the modules that had been developed. After that, the researcher returned to improve the module according to the input from the students. After being revised, the researcher re-tested the module, which was better than before. Finally, students are invited to do learning by using this developed module. During this class trial, the researcher was able to see how the learning situation and conditions were when using the developed module, and then the researcher distributed an interest questionnaire to all students.

4.4.3 The Validity of the Picture Story Module for Indonesian Speaking Skills

Based on the results of expert validation, it shows that the cover module is included in the good category. Still, there is little additional information to clarify the concept and identity of the module. The title of the module is good enough to represent the whole story and attract students' interest in reading. The colour of the cover of the illustrated story module produced in this study is also suitable for attracting students' interest. The contents of the illustrated story modules made in this study are very good, and some are good. The story's scope is straightforward for students to understand and supports students' Indonesian speaking skills. The content of the story module has interconnected images and text and uses simple language to make it easy for students to understand. The illustration of the story module also clarifies the setting, story sequence, soul and character. The style and accuracy of the language and the attractiveness of the story module to attract students are good.

According to experts, the module page design is very well organized. As well as for the layout/systematics of writing the story module is not narrow and makes it easier for students to read. The typeface attracts students' attention and has a level that is easy to read well by students.

The feasibility of the language in this module is also declared very valid because the language is effective, interesting, and easy to understand. The sentences are used to represent the content of the message or information to be conveyed while still following Indonesian grammar. Therefore, the story's message is presented in an interesting and communicative language, providing innovation and clear information. This arouses the enthusiasm of students to study

the illustrated story module and encourages students' enthusiasm to read the module to the end. In addition, the language used in the illustrated story module follows the students' intellectual development level. Therefore, the language used in the module's stories has been adjusted to improved spelling (EYD) and subject, predicate, object, description (SPOK).

Each module must be measured for readability. There are several ways to measure the readability of a module. Dariagan & Laureto (2022) stated that the readability test could be carried out in the initial product trial. The readability of this module was tested by using a questionnaire. The results of the questionnaire distribution stated that the illustrated story module was exciting and easy to read.

In the language and readability of the picture story module, 92% of students strongly agree that the picture story module this researcher has developed is interesting and has a prominent structure of material description. The results show that the language and readability of the illustrated story module for Indonesian speaking skills are very good.

Based on the validity results above, the illustrated story module for Indonesian speaking skills has been declared feasible because the module already meets the validity standard. However, it will still be revised in several parts to improve the product.

4.4.4 Effectiveness of Learning by Using Picture Story Modules for Indonesian Speaking Skills

The illustrated story module developed is effective for Indonesian fifth-grade speaking skills. This is evidenced by the results of the n-gain index in the experimental class, which is higher than the control class. The experimental class increased by 0.71 in the high category, and the control class was 0.58 in the medium category. Test the effectiveness with the paired sample t-test in knowing the improvement of students' Indonesian speaking skills in the experimental and control classes, the value of $t\text{-count} = 17.826 > t\text{-table} = 2.02619$ and the value of Sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in students' average Indonesian speaking skills for the pre-test of the experimental class and the post-test of the experimental class. Based on the results of the control group pair, the value of $t\text{-count} = 7.441 > t\text{-table} = 2.03011$ and the value of Sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the average speaking skills of students for the pre-test of the control class and the post-test of the control class.

Differences in students' speaking skills in the experimental and control classes were analyzed using the independent sample t-test. The value of $t\text{-count} = 8.384 > t\text{-table} = 1.992$ and the value of Sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the average speaking skills of students from the two groups, where the average of the experimental group is more than the average of the control group.

The folklore module can effectively improve students' Indonesian speaking skills. Using picture story modules can effectively improve Indonesian speaking skills because the modules presented are fascinating for elementary school students. Some readings increase students' abilities to do the things they want, encourage achievement and speaking skills, and boost their achievement.

5. Conclusions and Recommendations

As revealed in this study, the development of a picture story module for Indonesian speaking skills for Grade V Elementary School uses the Research and Development model Borg and Gall modified by Sugiyono, which includes stages of potential and problems, collecting data, product design, design validation, design revision, product trials, and product revisions.

The illustrated story module developed has characteristics, namely 1) the syllabus and lesson plans developed are tailored to the needs of students in learning, 2) the illustrated story module developed is equipped with exciting pictures so that students are happy and motivated in learning, and 3) The illustrated story module developed presents stories in everyday life experienced by students.

The use of picture story modules can be effective for Indonesian fifth-grade speaking skills because the modules presented are very interesting for students, so they can encourage students' achievement and speaking skills.

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Conflict of Interest

The authors declare no conflicts of interest.

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